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ABSTRACT

This report describes Thailand's National Education Scheme which was designed to stabilize conditions resulting from frequent changes in the government during the years 1974-76. The general objectives of the scheme are: (1) to promote the appreciation of a constitutional democracy using the nation; (2) to enhance an awareness of being Thai through establishing pride in the Thai culture; and (3) to encourage the exercise of rights and freedom within legal limits. Functions of educational administration at the national, provincial, and municipal levels are described. The structure, organization, and curricula of the present 6-3-3 system are outlined. New policies include seven years' compulsory education, aid to needy students, expansion of school facilities, vocational and agricultural training, out-of-school training, and improved teacher training. Descriptions of new legislation and financial procedures are included. (KC)

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EDUCATIONAL DEVELOPMENT IN THAILAND

(1974-1976)

Report to the 36th Session of the International Conference

on Education

Geneva

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Ministry of Education

Bangkok, Thailand

COUNTRY EDUCATION PROFILE

Date of Issue
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Country
Thailand

General Principle

The Thai educational system during 1974-1976 followed the National Educational Scheme of 1960 That system, admitted the National Education Commission, could not adequately answer the needs of the Thai society. This was partly because it was a closed system. A few instances came ready to mind. The age requirement for students at each level was too high, - for example, those who were admitted to Pathom 1 had to be seven years old. Several of those who had completed compulsory education were unable to earn their livelihoods in the community. Thus, the Government of Thailand was obliged to revise the National Educational Scheme with the following objectives in view:- to meet the needs and the new challenge of the present day Thai society; to promote the appreciation of the value of constitutional democracy, with the institutions of the Nation, Religion and Monarchy as the guiding principles for all citizens; to enhance the awareness of being Thai; pride and interest in Thai culture; to encourage the exercise of rights and freedom within legal limits; to make each citizen aware of his share of national security; to uphold the teachings of the religion and institution of Monarchy; to preserve, disseminate and develop cultural heritage of the nation. With all this in view, the 1977 National Educational Scheme has been launched, and the parts which deal with the educational system will be put into effect from 1978 onwards.

Naturally, the new National Educational Scheme will affect and modify the existing structure in several ways, for instance:

1. Education will become a life-long process.

2. There will be 4 levels of education:- pre-primary, primary, secondary and higher education.

3. The general educational system will be 6-3-3.

4. With regard to compulsory education, a child will not be required to attend the school until he reaches the age of 6.

It is estimated that by 1982 the 1977 National Educational Scheme will have been fully implemented.

Other objectives of the Government could be summed up as follows;-

1. To realize and promote equal access and right to education as well as educational opportunity and quality, by speedily stepping up universal compulsory education.

2. To promote various types of pre-school education, as may be required. The State will not expand its own kindergartens, but instead will encourage the private sector to organige this level of education.

3. To universalize compulsory education which is extended from 4 years to 7 years.

4. To provide textbooks and school equipment for primary students and in the case of the needy students school uniforms.

5. To provide primary education free for all, this level of education being compulsory.

6. To minimize the drop-out rate and failure rate in primary and secondary education.

7. To expand the number of secondary schools to cover all districts (Amphoes) and where necessary set up new schools in the sub-districts (Tumbols). The contents will be revised to meet the requirements of the community, especially at the upper secondary level.

8. To modify the education evaluation system such that it becomes an integral

part of the learning process. Each school will take upon itself the task of evaluation.

9. To increase the intake of students for secondary general education and for higher vocational education. Inversely, the number of the students enrolled for lower secondary vocational education will be reduced.

10. To organize pre-service training for those who have completed elementary education and secondary education, and for the general public so that they are better equipped for their livelihoods.

11. To promote agricultural education with a view to increasing production capacity of the country.

12. To organize various forms of out-of-school education according to the interests, needs and demand of the population.

13. To accelerate the output of teachers to sufficiently meet local needs and to improve welfare of the teachers, especially those in the up-country and in remote areas.

14. To encourage the private sector to have a share in educational management, under the supervision of the Ministry of Education.

15. To lend support to teachers in private schools so that they will have all the rights enjoyed by their government counterparts, e.g. fringe benefits, sickness benefits and salaries corresponding to their qualifications.

16. To promote educational broadcasting, especially radio and television, for the general public.

Administration

There are 2 spheres of educational administration.

1. Central Administrative Authorities Responsible government agencies are as follows:-

a) Office of National Educational Commission The Office is responsible for carrying out studies and analyses on educational situations to make sure that the national educational planning and scheme correspond to national development. It also makes follow-up studies of projects at every educational level.

b) Office of the Universities, Office of the Prime Minister The Office is responsible for higher education, not in the purview of the Ministry of Education.

c) Ministry of Education The Ministry is in charge of education, religious and cultural affairs. Structurally, it is divided into different components, viz:-

(i) Office of the Under-Secretary of State for Education The Office deals with the Ministry's general affairs, representing the Under-Secretary of State for Education in directing, supervising and taking stock of the work of all the Departments and other agencies of the Ministry. In this respect, it is the central link of the Ministry. It also serves as a link between the Ministry and the local education administration, as well as between the Ministry and other government agencies in matters pertaining to overall co-ordination, planning, follow-up, evaluation and implementation. In addition, other responsibilities delegated to the office are external relations and publicity.

(ii) Department of General Education The Department is responsible for pre-primary, primary, secondary and adult education, together with special and special welfare education. It has under its supervision educational institutes and agencies both in the central and local regions.

(iii) Department of Vocational Education. The Department is charged with organizing vocational education at the upper secondary level and at the vocational teacher training level. Besides, it provides short vocational courses. There are educational institutes under its supervision in the central and local regions.

(iv) Institute of Technology and Vocational Education. Established in 1975 and given the Status of Department, the Institute is responsible for organizing vocational education and vocational teacher training at degree level. It also organizes vocational education at a lower level, carries out research on the subject and promotes the discipline.

(v) Department of Teacher Training. The Department has teacher training colleges under its responsibility, producing teachers with Lower Certificates in Education, Higher Cestificates in Education and Degrees in Education. Apart from carrying out research on teacher education and promoting it, the Department sets out to improve the status of teachers as well.

(vi) Department of Physical Education. The Department is entrusted with promotion of physical education and hygiene of the students and the general public; student sports tournaments; building of the stadium; boy scout and junior red cross activities; supervision of student behaviour; and physical educational teacher training at a Higher Certificate in Education level.

(vii) Office of the Private Education Commission. The Office supervises and promotes private schools/colleges which provide general education, vocational education and special education, as well as other institutions of primary, secondary and special education. Besides, it aims at improving the welfare and the academic standard of private school teachers.

(viii) Department of Educational Techniques The Department is charged with improving and reforming school curricula, textbooks and educational material both at the primary and secondary education levels. It gives advisory service on education and career. It is designed to promote educational research, application of science and technology to education, educational radio and television, educational material and evaluation.

(ix) Department of Religious Affairs The Department is responsible for the upkeeping of Buddhism, while lending assistance to other religious organizations. It makes use of religious teachings or Dharmma to educate the public. Part of its function is to uphold and promote Thai culture as national identity.

(x) Department of Fine Arts The Department is charged with the preservation, promotion and dissemination of national art treasures and culture, such as art, literature, music, performing art, archaeology, historical studies, national libraries, national archives, conservation and restoration of places and objects of national, historical and artistic significance.

(xi) Office of Youth Promotion The Office co-ordinated with other agencies in promoting and developing youth in accordance with the national youth policy.

(xii) Teachers' Council The Council gives advisory advise on general aspects of educational administration to the Ministry of Education. It also keeps watch on the behaviour and discipline of the teachers.

2. Local Education Administration

a) Provincial or Changwad Authority The Changwad Authority is responsible for educational management, promotion of religious affairs and cultural activities, within the province as well as outside the municipal and Sukhapibal areas, at any rate as far as elementary education is concerned.

b) Municipal Administration The municipality has a share in public education, particularly at the elementary education level.

c) Changwad Education Offices Each office represents the Ministry of Education in such matters as educational management, promotion of religious affairs and cultural activities within the Changwad territory both quantitatively and qualitatively.

With regard to financial management, each government agency concerned submits its own request for certain budget, earmarked for education, to the Budget Bureau for consideration. The Budget Bureau then submits the request to the Council of Ministers, whereupon the Parliament decides the issue. The approval having been obtained, the Budget Bureau proceeds to examine the requested budget in its entirety. The money will be used to implement and realize educational projects, governmental and private alike. During 1974-1976, the Thai Government received certain financial aid. However, it did not amount to a considerable sum.

Structure and Organization

The present school system consists of the following levels of education:-

1. Kindergarten Education
2. Elementary Education
3. Secondary Education
4. Higher Education.

A diagrammatic representation is given on the appended Chart 1.

Attendance at kindergarten and pre-primary classes for children between the ages of 4 and 7 is on a voluntary basis. It is considered important that young children prepare themselves for their compulsory education. The cycle of education at this level lasts from one to two years.

Elementary education is divided in two levels: lower elementary and upper elementary. At the lower level (Grades 1-4), it was compulsory for all children to attend schools at the age of 7 until they had passed Grade 4 or reached the age of 15. Upper elementary schools cover Grades 5-7. The present law, however, requires 7 years of compulsory education. Accordingly, efforts are being made to add Grades 5-7 to the existing elementary schools.

Secondary education is also divided in two levels: lower secondary (junior high school with a 3-year cycle) and upper secondary (senior high school with a 2 or 3-year cycle for the general stream, and 3-year cycle for the vocational stream). Generally speaking, the high school programme comprises certain courses which the students are required to follow and a great number of electives, as will meet the needs of those who are college-bound or occupation-bound.

With regard to higher education, students on completing secondary education may continue their studies in colleges, universities and other institutions of higher education. Universities are generally engaged in training, research and extension-work programmes. As a rule, it takes 4 years to complete the Bachelor's Degree, and 2 years for the Master's Degree, whereas the doctorate will take two additional years or more.

As to non-formal out-of-school education, it is a fact that despite the Compulsory Education Act since 1971, illiteracy still abounds. To campaign against illiteracy, several ministries offer out-of-school programmes for the general public. The courses normally involve skill and technical training. Moreover, the Division of Adult Education (Department of General Education, Ministry of Education) designs curricula which, though having different and often more functional courses, lead to certificates equivalent to those of the formal system.

Of late, it is noted that there has been considerable development in respect of the curriculum. Agricultural programmes are provided for upper elementary students. The secondary school curriculum has become diversified, with the result that the lower vocational secondary schools are in the process of phasing out of the system.

Curricula

1. Lower Elementary Education

School Time Requirements:- Schools must be in session for at least 5 days of 25 class hours a week for 35 weeks of every year.

Schedule of Class Periods

Sections	Hours per week
Thai Language	7
Social Studies	6
Elementary Science	3
Mathematics	3
Physical Education	3
Art Education	3
TOTAL	25

Notes : 1. 25 study periods per week are a required minimum.

2. Five additional hours for lessons in handicraft or foreign language work may be added to the regular required minimum after permission has been obtained from the Ministry of Education.

3. Within the framework of the time allocations given, a school may, with the approval of the proper educational officer of the province or the metropolitan area, transfer one hour from one subject division to another.

4. In addition to the minimal regular requirements, a school must arrange, according to local conditions, a half-an-hour weekly course in religious instruction and practice.

5. Further, each school must devote some additional time every week to such extra-curricular activities as Boy Scouts, Junior Red Cross, etc.

6. Subjects may be sub-divided and study period allotments proportionately distributed; likewise; subjects may be combined into larger units with proportionately increased hours of instruction.

2. Upper Elementary Education

School Time Requirements:- Schools must be in session for at least 5 days of 30 class hours per week for 35 weeks of every school year.

Schedule of Class Periods

Subjects	Hours per week
Thai	4
English	3 or 5
Social Studies	4
Science	3
Mathematics	4
Health Studies	2
Art	2
Crafts	8 or 6
TOTAL	30

Notes :-

1. Pupils who take 3 hours of English must take 8 hours of Crafts. Those who take 5 hours of English must take 6 hours of Crafts.

2. Schools shall arrange extra-curricular activities such as Boy Scouts, Junior Red Cross, and the like. At least one hour will be spent on the said activities in addition to the 30 hours prescribed above.

3. On top of the 30 hours prescribed above, schools must arrange at least one half-an-hour period each week for religious activities, such as worship and prayer in accordance with local customs.

3. Lower Secondary Education

For each week, there must not be less than 5 school days; the teaching hours should be 30 for the general steam, and 35 for the vocational stream. Each academic year consists of not less than 35 weeks.

Schedule of Class Periods

Subjects	Periods of study per week	
	General Stream	Vocational Stream
Thai	4	3
English	4 or 6	4
Social Studies	4	2
Science	3	3
Mathematics	5	3
Health Study	2	1
Art	2	2
Practical Arts	6 or 4	-
Vocational Subjects	-	17
TOTAL	30	35

Notes:-

1. In regard to English and Practical Arts, schools that teach 4 hours of English must teach 6 hours of Practical Arts, while those which teach 6 hours

of English must teach 4 hours of Practical Arts.

2. Schools in the general stream may seek permission from the Ministry of Education to reduce their time allocation for general subjects for the purpose of introducing vocational subjects. They may also seek permission to increase their school hours to 35 per week, but they must allocate for the general subjects time not less than is indicated above for the vocational stream.

3. Schools must arrange extra-curricular activities like Boy Scouts activities, Junior Red Cross activities, etc. and spend not less than one hour per week on such activities, outside the schedule prescribed above.

4. Schools are to hold religious services, such as a prayer hour or any such activities. The time to be spent should not be less than half an hour per week.

5. Examinations or other means of evaluation are to be carried out according to the regulations prescribed by relevant departments.

4. Upper Secondary Education

The curriculum for upper secondary education was revised and put in use in 1975. Its objective is to equip the youth with knowledge, skills, attitudes and culture necessary for earning their livings, furthering their studies and leading an appropriate existence in democratic society. The curriculum is accordingly flexible enough in nature for the students to choose their subjects according to their activities, aptitudes and interests.

Each school year is divided in 2 semesters. However, school may organize a summer course as is appropriate. The first semester starts on 15th June till 16th October, while the second semester on 1st November till 16th March. The summer semester begins from 1st April to 16th May.

Compulsory and elective subjects

To complete the course, a students is required to study various subjects totalling at least 100 credits, 34 of which are compulsory as follows:-

Thai	12 credits
Social Studies	12 credits
Science	6 credits
Health Study	4 credits

For 6-credit science, those who have already chosen applied science in vocational studies are exempt from taking the subject.

For the rest of the required credits, the student may choose from the following:-

Thai	not	more	than	16 credits
Social Studies	"	"	"	16 credits
Science	"	"	"	44 credits
Mathematics	"	"	"	24 credits
Vocational Studies	"	"	"	72 credits
Health Study	"	"	"	12 credits
English	"	"	"	40 credits
Second Language	"	"	"	16 credits
Art	"	"	"	12 credits
Others	"	"	"	8 credits
Extra-curricular activities	"	"	"	4 credits

The Teacher Training System and Teachers College

The Department of Teacher Training discharges its responsibility through its 36 teachers colleges in accordance with the Teachers College Act. Each teachers college admits students who have graduated from M.S. 3 (Lower Secondary School), on the basis of a quota system whereby the committee at district level select the candidates. After the student has completed a two-year course, he is awarded a Certificate of Education which entitles him to teach in primary schools. The student with the said qualification may take a higher two-year course at his own college or any other college offering the course. Upon completion, he obtains a Higher Certificate in Education. The teacher who holds the Higher Certificate in Education may teach in a lower secondary school.

In 1974, owing to social pressure and student demands, the Department of Teacher Training started preparing bachelor-degree teachers, and seventeen out of 36 teachers' colleges at that time joined the programme. In 1975, the certificate programme for the upper-primary teachers was terminated. This was because there was a surplus of teachers at the certificate level.

In order to improve the quality of education at the primary and secondary levels, teachers need to be better equipped. Accordingly, the trend in teacher training after 1976 is to put more emphasis on preparing degree-qualified teachers. For this reason the Department started proportionally and gradually reducing the number of certificate teachers in 1976, and the certificate programme will be completely terminated in 1981 so that the teacher training programme will coincide with the new National Educational Scheme of 6-3-3 year cycle. It is noteworthy that while the number of students for the certificate programme is decreasing, that for the higher certificate programme is decreasing. The reason

behind the trend is to make appropriate adjustment to the total number of student teachers; and, with more qualified teachers, the public needs will be more effectively met.

With regard to the bachelor degree programme, owing to certain constraints, the Department of Teacher Training could only begin with the first seventeen teachers colleges. While awaiting the development of the new curricula, the curricula for the junior and senior students of the College of Education of Prasarnmit (Srinakarinwirot University) were then used. In the absence of the Teachers College Act, the students who finished the programme were expected to receive Certificates of Higher Education. On February 14, 1976, there were passed the Act of Teachers College and two related decrees, one concerned with promotion of seventeen teachers colleges and the other granting the degree of Bachelor of Education (B.Ed.) to the graduates. Thus, the first batch of students who graduated in 1976 were awarded a degree of Bachelor of Education instead of a Certificate of Higher Education. It is expected that the remaining twelve teachers colleges will follow suit. The new curriculum of the teachers colleges has been in use since 1976.

Providing a bachelor's degree programme in the teachers colleges indicates the necessity of improving the teaching profession on the one hand and the status of the teacher on the other. In order to prevent the over-production of teachers, the Department of Teacher Training pays closer attention to the recruiting scheme restricting the number of teachers in accordance with the country's needs for teachers, by working in close collaboration with other institutes responsible for teacher training. In-service training for all teachers, whether from private or Government schools, is another area on which the teachers colleges are concentrating. The curriculum and procedure of the in-service programme are to be further developed.

PART 2

Report of Education

1974-1976

1. New Policy Orientations

From the years 1974 to 1976, there were four different governments, as a result of which the policy of organizing education underwent constant change. However, there have emerged certain new policy orientations which can be summarized as follows:-

1. Put greater emphasis on education and training with a view to promoting democracy with the King as Head of the State and upholding the institutions of the nation, the religion and the monarchy as guiding principles; emphasize moral and cultural education; and give prominence to career-oriented education in accordance with the local needs.

2. Start the programme of educational reform in line with the social and economic situation of the country.

3. Provide equal opportunity in education with regard to the learners' intellectual and economic capacities; give educational grants to poor but able students; improve the standard of education, both in private and government schools; and ensure its uniformity.

4. Lend support to the organization of pre-primary education by the private sector and local administration, with the Ministry of Education doing research on the subject; expand adult and vocational educations with emphasis placed on agriculture and responsibility of the citizen under constitutional monarchy.

5. Ensure equal opportunity of non-compulsory education in order to enable those who have completed compulsory education to further their studies in accordance with their needs and their intellectual and economic capacities.

6. Further provide educational service to cover all the country; and render it a self-sufficient, self-contained system so that at the end of each level the students possess enough professional skills to make their living.

2. New Educational Legislative Measures

1. With economic development, Thailand saw rapid expansion of industry, commerce and agriculture. The number of vocational graduates, however, did not meet the demands of the labour market, especially in advanced technology. Accordingly, there arose a need to expand advanced vocational studies to a Bachelor's Degree level.

In 1975, an act was passed establishing the Institute of Technology and Vocational Education with the status of Department. It is charged with producing bachelor's degree vocational teachers, organizing vocational educations at the below-degree level, at the degree level and at the Higher Certificate level. It also does research on promotion of vocational education and provides academic service to society.

2. At the same time, the Ministry of Education deemed it appropriate to promote teacher-training education under its auspices to a bachelor's degree level. Accordingly, in 1975 there was passed Teachers College Act empowering the teachers' colleges to be an institution of education and research. The objectives are to give academic and teacher training at a degree level, carry out research, promote teaching profession and status of teachers and educational personnel, promote culture and make available academic service to the society.

3. In 1976, the (4th) Act on teachers was amended, following the revision of the authority and function of the Teachers' Council. Certain clauses were improved. The Board Committee of the Council is now composed of 12 ex officio members and 13 elected members who serve in advisory capacity. It meets at least once a month.

3. Administration and Financing

a) Administration

The educational administration system operates, on three levels, corresponding to the governmental administration system. They are the central, the provincial and the local levels.

At the central level, the National Education Commission under the jurisdiction of the Office of the Prime Minister is responsible for the formulation of educational policies and plans at the national level, for the coordination of all efforts in education, private and governmental, and for the evaluation of overall educational operations. Moreover, the Office of Universities, also under the jurisdiction of the Office of the Prime Minister, controls both governmental and private higher education institutions, whereas the Ministry of Education is responsible for the operation and control of education, religion and culture of the nation. The latter is, in effect, in charge of development techniques, curriculum and instruction, and evaluation in all educational institutions except those of higher learning. Secondary, vocational and teacher training schools are under the Ministry of Education. Kindergartens, a part of elementary compulsory schools, and all private schools are also under this ministry. Again, mainly for academic purposes, the Ministry

of Education maintains 12 regional offices throughout the country. All educational institutions under the ministry of education jurisdiction in the Bangkok area report directly to their respective departments within the Ministry of Education. Teachers colleges and vocational colleges in the provinces also report directly to their respective departments in the Ministry. As for the academic and vocational secondary schools in the provinces, the governor is authorized to act on behalf of the Ministry of Education. In practice, the governor delegates his authorities to the provincial and district education officers.

At the provincial level, Thailand is divided into 71 provinces, each headed by a governor, and about 600 districts each headed by a district officer. The Ministry of Education has a provincial education officer as an education executive reporting to the governor, and a district education officer as an education executive reporting to the district officer on matters related to education.

At the local level, Bangkok and all municipalities throughout the Kingdom are responsible for municipal schools. The Provincial Administrative Authority of each province is responsible for the management of its local primary schools with the exception of those under the jurisdiction of the Ministry of Education. However, in all schools operated by the provincial administrative authorities, the Ministry of Education is still in charge of all the technical aspects of education, such as the curriculum, textbooks, and educational evaluation.

It is worth mentioning two important changes within the Ministry of Education during 1975-1976. Firstly, the Institute of Technology and Vocational Education was established. Secondly, the Office of Youth Promotion was abolished. Instead, the Council of Minister has set up the Youth

Promotion and Development Committee chaired by the Minister of Education. The Committee's duties are to formulate national policy on the promotion and development of youth, to make plans for the implementation of the national youth policy, to prepare and/or approve youth projects submitted, to co-ordinate in the implementation of those projects, and to follow-up and evaluate their results. All this must be in line with the national policy of youth promotion and development.

b) Finance and Budget

The total budget for education in 1975/76 was about 20.72% of the national budget, and was increased to almost 21% in 1976/77, as shown in Table below.

Out of the total amount for 1975/76, about 53% was appropriated for primary education, 33% for secondary and teacher education, and 14% for higher education.

Table Educational Budget: Total and as a Percentage of the National Budget.

Fiscal year	National Budget ($ million)	Educational Budget		
		Amount ($ million)	% of N.B.	% of 1972/73
1972/73	1,566.26	291.08	18.58	100
1973/74	1,908.56	348.49	18.25	119.73
1974/75	2,469.43	489.55	19.82	168.18
1975/76	3,063.56	634.82	20.72	218.09
1976/77	3,363.81	705.46	20.97	242.36

Remark US.$ 1 = 20.45 Baht

4. Development of the system

a) Pre-compulsory education

Pre-compulsory education in Thailand is intended for children over 2½ years of age. Both governmental and private sectors organize this educational level. It may take the form of kindergartens or health centres. It can be organized in 2 ways

1. In the form of school This may be kindergartens in government schools or in the private primary schools. For very young children, there are primary schools under the supervision of the Provincial Administration Authorities. In 1976, the total number of pupils in kindergartens and infant schools is approximately 226,182, or 5.62 per cent of the learning population and 2.71 of the total student population.

2. In the form of centre There are centres for developing very young children, centres for developing health of mothers and very young children in slums and up-country, nourishment centres, and centres for welfare of mothers and children. The purposes of these centres are to develop desirable personality and habits, provide for proper lunch, prepare children for future schooling and to educate mothers and babies in the right way. The total number of these centres, as of 1969, is 741, and the number of children/babies under their care 27,090.

b) Compulsory education

Ever since 1960, the Compulsory Education Act has required 7 year attendance of compulsory education. In practice, this has not yet been carried out in all districts, as can be testified from the 1969 education statistics on compulsory education. Of the total 5,483 districts, there were 2,874 which had successfully put into effect compulsory education - that is, about 52.42%

The failure is due to the following factors:-

1. insufficient number of government schools in each district

2. great difference in terms of quality, among primary schools.

The research and evaluation carried out indicate that the quality of students in the north-east region is inferior to that of students in the south and the north. The central region comes out at the top. The problems lie in the quality of teachers, unequal access to education, discordance between schooling and local needs, lack of educational material, and insufficient school buildings.

c) Secondary education

The year 1969 saw 1,259,082 students or 23.16% of the student population receiving secondary education, both at the lower and upper levels. The situation could be summed up as follows:-

1. Secondary education has now extended to every district (amphoes) and even to certain big sub-districts (tumbols). However, schools tend to centre in Bangkok and amphoes. The 1969 statistics shows 1021 government schools (79 in Bangkok) and 2656 private schools (936 in Bangkok).

2. There is considerable difference among secondary schools, owing to the following:-

- Expenditure for educational management - both at the investment stage and the operational costs - and efficiency in organization vary greatly from school to school. This is true with regard to the difference between government and private schools, and between schools in the cities and those in the up-country.

- Teachers' salaries, qualifications and welfare differ between the government and private schools.

- The curriculum and teaching programmes are not really in line with the local needs and work requirements, for inadequate supplies of material, facilities and teachers.

Accordingly, in 1976 the Ministry of Education carried out research on school mapping with a view to extending secondary schools to cover all provinces and regions.

d) Preparations for New Curriculum

As early as 1974, the Working Group for Educational Reform put forward a reforming scheme for the entire system of education, with emphasis on equal opportunity in education, structure, contents, learning process,role and status of teachers, as well as improvement of existing educational laws to suit the needs of society.

With regard to the system, the Working Group recommended to the Government that the former system of 4:3:3:2 be changed to 6:3:3:

The curriculum was also redesigned and has been put to use in schools under the jurisdiction of Ministry of Education ever since 1975. The new curriculum is based on the following principles.

1. At the pre-compulsory level

At this level, the stress is laid on pre-primary children and is considered to be essential to the development of personality and society. The objectives are:-

1. To give equal access to basic necessities to every child.
2. To provide the child with physical and mental comfort; to ensure warmth in the place provided for him/her to replace what he/she may have missed; and to provide necessary experience.

3. To prepare the child for further education.

4. To give the rudiments of physical exertion, e.g. the use of muscles, nerves and bodily movements, to suit the child's needs and age.

2. At the primary level

In June 1970, a Committee for Curricular Improvement was set up to reform the primary curriculum. The Committee appointed a sub-committee to analyze the contents in June 1971. After the result had been obtained, another sub-committee was set up to redesign the primary curriculum in June 1972.

The new curriculum is centred on the learner. It is divided into 4 parts.

1. Skill part - to develop the three R's (reading, writing and arithmetic).

2. Experience part - to encourage the child to learn about his/her surroundings.

3. Habit development part - to develop the desirable habit and attitude in the child.

4. Occupation and working skill part - to provide the child with necessary knowledge and apprenticeship in accordance with local needs.

3. At the secondary level

The 1960 secondary curriculum put great emphasis on general education, and the text-books were not suitable to the local situation. So, the change in the curriculum is geared towards the following objectives:-

1. The course should be self-contained, both at the lower secondary and upper secondary levels, on completion of which the student is able to work according to his/her skill.

2. The student will be provided with necessary working experience according to his/her aptitude.

The subject contents, on the other hand, are divided into 3 groups:- compulsories, electives and free choices. The purpose of the division is to give a wide range of subjects from which the learner can choose according to his ability. Consequently, there is no division between general stream and vocational stream. Each student is able to learn common compulsory subjects and electives.

5. Educational Research

In 1969 the Ministry of Education set up a co-ordinating committee for educational research. Its functions were to recommend research topics, compile the results of research work for publication, promote the application of the results of research work and invite other agencies to do research, the result of which will also be beneficial to Ministry of Education.

Nevertheless, during 1974-1976, researchers and agencies have carried out several researches:-

1. Survey of unemployed teacher graduates.
2. Physical fitness of students in Bangkok.
3. Tests on flexibility, balance and endurance.
4. Survey of problems and teachers' attitudes in the application of teaching innovations.
5. Research on ways and equal access to education.
6. Analysis on the behaviours of teachers-students in social studies classes at the lower elementary level.
7. Survey on reading interests and tastes in Thai children and Youth.

8. Reading needs of students in the north-east region.
9. Achievements of the organization of compulsory education.
10. Research on determination of educational standards in private schools.
11. Teachers' attitudes towards educational supervision (Region 1)
12. Survey on the views of primary teachers on educational problems (Region 6)
13. Academic results of students and the achievement of tests (Region 6)
14. Survey on behaviours of secondary students in school of Region 6.
15. Comparative studies on the nature and condition of newspaper reading centres of the villages in Region 6.
16. Survey of educational data, problems and needs of people in the Mekhong area and in the remote area.
17. Research on school hygiene.
18. Research on welfare in schools.
19. Factors for or against future changes in education.
20. Analysis on social and psychological factors conducive to behaviour of youth.
21. Efficiency of team-work teaching.
22. Obstacles and problems in the implementation of functional literacy by means of door-to-door teaching
23. Survey on conditions and problems of community schools in Region 12.

CHART I ARTICULATION CHART OF THE SCHOOL SYSTEM BY LEVELS AND TYPES OF COURSES